

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

MINUTES OF THE COMMISSION MEETING

April 2 - 3, 2003

Commission Offices, 1900 Capitol Avenue, Sacramento

COMMISSION MEMBERS

Kristen Beckner, Teacher
Chellyn Boquiren, Teacher
(absent Wednesday, April 2, 2003)
Margaret Fortune, Public Representative
Beth Hauk, Teacher
Elaine C. Johnson, Public Representative
Stephen Lilly, Faculty Member
Lawrence Madkins, Jr., Teacher, Acting Chairman
Alberto Vaca, Teacher
Marilyn Whirry, Designee, Office of the Superintendent of Public Instruction

COMMISSION MEMBERS ABSENT

Alan Bersin, Administrator

EX-OFFICIO REPRESENTATIVES

Carol Bartell, Association of Independent Colleges and Universities
Sara Lundquist, California Postsecondary Education Commission
Athena Waite, Regents, University of California
Bill Wilson, California State University

COMMISSION STAFF PRESENTING

Sam Swofford, Executive Director
Mary Armstrong, General Counsel, Director, Professional Practices Division
Linda Bond, Director, Office of Governmental Relations
Mary Butera, Director, Office of Human Resources
Dale Janssen, Director, Certification, Assignments and Waivers Division
Elizabeth Graybill, Interim Director, Professional Services Division
Leyne Milstein, Director, Information Technology and Support Management Division
Janet Vining, Staff Counsel, Professional Practices Division
Lee Pope, Staff Counsel, Professional Practices Division
Kimberly Hunter, Staff Counsel, Professional Practices Division
Amy Jackson, Administrator, Professional Services Division
Nicole Amador, Consultant, Professional Services Division
Karen Sacramento, Consultant, Professional Services Division
Mary Sandy, Consultant, Professional Services Division
Cheryl Hickey, Consultant, Professional Services Division
James Alford, Assistant Consultant, Professional Services Division
Anne Padilla, Consultant, Office of Governmental Relations

Stephen Burke, Research Analyst, Certification Division
Kathleen Beasley, Proceedings Document Recorder
Thursday, April 3, 2003

GENERAL SESSION

Prior to opening the General Session, Acting Chair Madkins honored former Commission Chair Carol Katzman, who has been named to the State Board of Education. He noted her many contributions since 1995 when she first joined the Commission, including her active role in reforming teacher preparation in response to SB 2042, setting high standards for reading instruction preparation, and strengthening requirements for emergency teaching permits. He presented her with a plaque of appreciation. In response, Ms. Katzman spoke about how much she has appreciated the opportunity to work with the talented Commissioners, dedicated staff and passionate stakeholders who attend the meetings and provide input. She thanked everyone and said she looks forward to continuing collaboration with Commissioners from her new position at the State Board.

The general session was called to order by Acting Chair Madkins. Roll was taken and everyone joined in the Pledge of Allegiance. Acting Chair Madkins then moved to the agenda item on legislation, noting that staff needed to present material and then leave to attend a meeting in the Capital.

LEGISLATIVE COMMITTEE OF THE WHOLE

Commissioner Fortune convened the Legislative Committee of the Whole.

LEG-1: Status of Legislation of Interest to the Commission

Linda Bond, Director of the Office of Governmental Relations, said that there is no new information about the Commission's sponsored bills. However, because of confusion about current state law regarding the two-tiered teaching credential, Ms. Bond said legislation is being proposed that is not necessary. Staff is attempting to work with school districts and the California Teachers Association to explain what current law allows. For this reason, staff is presenting a summary of current law before the commission, and suggesting that coded correspondence be sent to the field. The focus of the letter is to clarify law regarding the requirement of completing an induction program to earn a professional clear credential.

Ms. Bond said existing law provides for induction as one alternative for meeting the clear requirements, and in fact designates induction as the preferred option when the state finds that full funding, has been provided to support induction for all beginning teachers statewide. The Commission had been prepared to make such a finding in December 2003, but with the budget crisis there is no certainty that there will be full funding statewide for induction programs.

Ms. Bond said that it is important to clarify the trigger element of the law without signaling any abandonment of the induction program as the

preferred option once full funding is certain. The letter would point out that other options currently exist, including advanced preparation at universities and colleges.

Designee Whirry asked Ms. Bond to be sure to express in the letter the importance of remaining in an induction program if it is available. Ms. Bond agreed. She also noted that CTA has been worried about what kind of proof a candidate would have to offer about the completion of an alternative route. Ms. Bond said staff assured them that evidence of completed coursework would suffice.

Commissioner Lilly asked what would happen if one completes a credential program but doesn't get a job right away - can he or she still complete their clear credential. Dale Janssen, Director of the Certification, Assignments and Waivers Division, said that under the interim model, before the trigger is pulled, employment is not necessarily a requirement for earning a clear credential.

Commissioner Lilly said he is concerned that a teacher in a district with a fully functional induction program might choose to use the alternative of coursework instead, which would not meet the expectations of SB 2042. Ms. Bond said that the letter will emphasize that the law identifies induction as the preferred choice. She also explained that most candidates will probably choose an induction program, since this route is state-funded and provides support and assistance in addition to advanced preparation required by law. Candidates are most likely to select the option that provides the most support at the least cost. She said districts that have seen the benefit of induction also are likely to continue to pursue that option. The deadline for the approval of induction programs remains unchanged. She said without the letter, the Commission runs the risk of looking inflexible during a crisis and there is a danger of the whole induction program being lost.

Commissioner Johnson said she wanted to agree with Commissioner Lilly that the experience of induction is key, but that when circumstances change, the Commission's response has to change. But the Commission needs to never lose sight of what it thinks should happen to ensure the best teacher preparation and development.

Commissioner Fortune said that the consensus appeared to be that staff should move forward with the letter. Commissioner Lilly suggested that a proviso be made that new teachers in districts with fully funded induction programs cannot use the alternative option. Ms. Bond said, however, that it will be too difficult for both teachers and districts to determine what will happen with funding.

Acting Chair Madkins said he appreciated Commissioner Lilly's concern but that in this case, because of the funding crisis, it is important to not limit options. He said that he believes where induction is available, those in the field will push that option because it has proven so valuable.

Ex-Officio Representative Bartell said the situation is complicated by the proposal to put induction funding into a block grant, allowing districts to spend the funds for other needs if they prefer. She asked what the Commission is doing about arguing to protect BTSA funding. Ms. Bond pointed out that the block grant proposal came from the Governor and that the Commission is not in a position to oppose it. However, many others are coming forward and making that argument.

Commissioner Johnson asked if it was possible in the letter to say that where a funded induction program exists, the Commission strongly urges all teachers to take advantage of it. Ms. Bond pointed out that it may not be until fall that districts and teachers find out about funding, making the issue fairly speculative.

Commissioner Fortune said it appeared the balance of the Commission is comfortable with the letter as proposed by staff.

Ms. Bond also mentioned SB 263 by Senator Pete Knight, heard in Senate Education Committee the day before. The senator had requested a copy of CBEST and upon learning that it would not be given to him, he introduced legislation requiring the Commission to give copies of all tests to the Governor and the Legislature upon demand. The bill failed passage, with numerous committee members and others speaking in favor of the need to keep tests secure.

LEG-2: Analyses of Bills of Interest to the Commission

Anne Padilla, Consultant, Office of Governmental Relations, described SB 81 (Alpert), which addresses CSU's integrated teacher preparation programs. Amendments that have resulted from discussions between the university system and the bill's author specify a minimum and maximum number of units for blended programs (unless the chancellor certifies special circumstances). They also address articulation agreements with community colleges, a framework for integrated programs and guidelines for community college transfer students to meet course requirements and be able to participate in blended programs after their transfer. The Commission has had a watch position on SB 81 and staff recommended continuing that position. A motion to maintain the watch position was made (Madkins), seconded (Whirry) and carried without dissent.

Ms. Padilla also described AB 54 (Oropeza), which requires a study of the availability and effectiveness of cross-cultural teacher training. However, the bill does not contain an appropriation to fund the study. Staff has been in contact with the author, chair of the Assembly Budget Committee, and she has said she will put funding in the bill. Staff recommends a "seek amendment" position on the bill. Commissioner Johnson asked what the chances are for an appropriation for a study in light of the state's fiscal condition. Ms. Padilla replied that the governor vetoed a similar bill last year, but that new negotiations undoubtedly will be undertaken by the author.

Commissioner Johnson also asked what prompted the bill. Ms. Bond said the author's focus is veteran teachers and her belief that they may not be getting appropriate in-service training that would make them more sensitive to the needs of culturally diverse children. A motion to take a "seek amendment" position was made (Johnson), seconded (Madkins) and carried without dissent.

Ms. Padilla described AB 422 (Chan), a recently amended bill that requires the Commission to submit a report to the Legislature on the Child Development Permit Pilot Project, as well as to propose and adopt regulations based on the pilot study. Staff recommended a "seek amendment" position to include funding. A motion to support staff's recommendation was made (Johnson), seconded (Whirry) and carried without dissent.

Ms. Bond said AB 1010 (Yee), which has been heard in the Assembly Higher Education Committee, can be dropped from the list of bills that warrant a commission position, since amendments to remove new responsibilities on the commission have already been accepted. Originally, the bill required the Commission to track employment status for a loan forgiveness program. The bill has been amended to place that responsibility with the Student Aid Commission, as Commission staff had recommended.

Ms. Bond then noted that she was leaving to attend a meeting of the AB 312 liaison team which advises the state board regarding the No Child Left Behind Act. Executive Director Swofford reminded Commissioners that staff has been acting in a technical advisory capacity to legislators on the issues raised in the federal legislation that affect teacher quality and preparation.

The Commission then returned to the beginning of the General Session agenda.

REPORT OF CLOSED SESSION ITEMS

Litigation

Potential Litigation was discussed and no action taken.

Petitions for Reinstatement or For Reduction of Penalty

The Commission reconsidered and denied the Petition for Reinstatement by Allen Burger.

Proposed Findings

The Commission adopted proposed findings in the matter of Hudena James.

Proposed Decisions

The Commission reviewed a request for relief from Default from Marelyn Shapiro and sustained its prior decision.

APPROVAL OF THE MARCH 2003 COMMISSION MINUTES

A motion to approve and correct (on page 20084, the motion to adopt a passing rate for the School Leaders Licensure Assessment was carried "without" dissent, not "with" dissent) the March 2003 Commission minutes was made (Johnson), seconded (Whirry) and carried. Commissioner Hauk and Designee Whirry abstained due to absence.

APPROVAL OF THE APRIL 2003 AGENDA

A motion to approve the agenda for the April 2003 meeting with an in-folder item pertaining to LEG-1 was made (Fortune), seconded (Lilly) and carried without dissent.

APPROVAL OF THE APRIL 2003 CONSENT CALENDAR

A motion to approve the April 2003 Consent Calendar was made (Fortune), seconded (Beckner) and carried without dissent.

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BOATRIGHT, Carl T.** La Habra, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

2. **BRENNECKE, James A.** Riverside, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** for misconduct pursuant to Education Code section 44421.

3. **CALECA, John E.** Los Gatos, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

4. **CERVANTES, Jose G.** Oxnard, CA

Mr. Cervantes is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

5. **CEVALLOS, Guido B.** Coalinga, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** for misconduct pursuant to Education Code section 44421.

6. **CRAIG-NICHOLS, Barbara K.** Riverside, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** for misconduct pursuant to Education Code section 44421.

7. **DONOFRIO, Anita M.** Moran Hill, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

8. **ENNS, Tammy J.** Fresno, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

9. **GRANT, Deborah K.** Orangevale, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** for misconduct pursuant to Education Code section 44421.

10. **JONES, Glen G.** Redding, CA

Mr. Jones is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

11. **KARR, John M.** Santa Rosa, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

12. **LAUENROTH, Shawnette** Antioch, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

13. **LAWTON, Gale D.** Omaha, NE

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

14. **LOPEZ, Juanita** Whittier, CA

Ms. Lopez is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

15. **MARTIN, Renee P.** Madera, CA

All certification documents under the jurisdiction of the California

Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44420.

16. **MEDINA, Guillermo** Chula Vista, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

17. **McKINNEY, Novetta L.** Altadena, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

18. **PERRY, Kesha C.** Norwalk, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

19. **VINCENT, Holly J.** Exeter, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** for misconduct pursuant to Education Code section 44421.

20. **WERRBACH, Scott R.** Los Angeles, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

CONSENT DETERMINATIONS

21. **BROOKS, Steve P.** Temecula, CA

The Attorney General's Proposed Consent Determination, that allows Mr. Brooks to **surrender** his Single Subject Teaching Credential pursuant to Education Code section 44423, is adopted.

22. **FULLER, Michael H.** Richmond, CA

The Attorney General's Proposed Consent Determination, which reflects the Committee of Credentials' recommendation to **suspend** the expired Single Subject Teaching Credential **for a period of ten (10) days** for misconduct pursuant to Education Code section 44421, is adopted.

23. **POLLARD, Timothy M.** Palm Springs, CA

The Attorney General's Proposed Consent Determination, which stipulates that all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** for misconduct pursuant to Education Code section 44421, is adopted.

DECISION AND ORDER

24. **KNOX, Diane** Ripon, CA

In accordance with the default provisions of Government Code section 11520, Ms. Knox's credential(s) are **revoked**.

PRIVATE ADMONITIONS

Pursuant to Education Code section 44438, the Committee of Credentials recommends three (3) private admonitions for the Commission's approval.

REQUESTS FOR REVOCATION

The Commission may revoke credentials upon the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

25. **FRUHBAUER, Karen L.** Winters, CA

Upon her written request, pursuant to Education Code section 44423, her Clear Specialist Instruction Credential in Special Education and Clear Resource Specialist Certificate of Competence are **revoked**.

DIVISION OF PROFESSIONAL PRACTICES

MANDATORY ACTIONS

All certification documents held by and applications filed by the following individuals are mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

26. **ASPER, Kenneth R.** Sun City, CA

27. **BIGGS-LYNCH, Maria T.** Campbell, CA

28. **DELUCA, David B.** Long Beach, CA

29. **DICKINSON, Christine T.** Reseda, CA

30. **McCONNELL, James E.** Chatsworth, CA

31. **MORTON, Taylor L.** Altadena, CA

32. **PHILLIPS, Wanda r.** San Francisco, CA

33. **SCOTT, Michael W.** Upland, CA

AUTOMATIC SUSPENSIONS

All certification documents held by the following individual were automatically suspended because a complaint, information or indictment was

filed in court alleging that the individual committed an offense specified in Education Code section 44940. His certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

34. **AROSTIGUI, Arthur P.** San Jose, CA

35. **BERG, Tras G.** Hollister, CA

36. **BRAKEMEYER, William D.** Riverside, CA

37. **GUARNIERI, Gregory J.** San Diego, CA

TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

38. **FARSAD, Frank** Laguna Niguel, CA

39. **JIMENEZ, Angelica J.** Baldwin Park, CA

DENIAL OF CREDENTIAL WAIVER REQUESTS

The Appeals and Waivers Committee having reviewed these waiver requests has recommended they be denied. The employing districts have not asked for reconsideration of the Committee's decisions.

1. Tammara Mercer/Pittsburg Unified School District
2. Marlene Darling/Lassen County
3. Reinaldo Aguilera/Monterey Peninsula Unified School District
4. Richard Gurule/Turlock Joint Elementary School District
5. Melvin Brooks/Compton Unified School District
6. Lynda Reece/Keyes Union Elementary School District
7. Graciela Castillo/Southern Kern Unified School District
8. Deborah Low/Val Verde Unified School District
9. Neil Gardiner/Antioch Unified School District
10. Jesse Robinson/San Jose Unified School District
11. Darcy Koskela/Keppel Union Elementary School District
12. Gianna Catalano/Corona-Norco Unified School District

ANNUAL CALENDAR OF EVENTS

The annual calendar of events was provided as an information item.

CHAIR'S REPORT

Acting Chair Madkins thanked those involved (including Mary Vixie Sandy and Nicole Amador) for conducting a CSET validation briefing on March 19th. He said it was a valuable forum for exchanging information.

EXECUTIVE DIRECTOR'S REPORT

Dr. Swofford said he had no report other than a brief update on Commissioner Bersin's activities. Commissioner Bersin was in Washington D.C. meeting with Secretary of Education Rod Paige. Dr. Swofford said Commissioner Bersin sent his best wishes to Carol Katzman on her appointment to the State Board of Education.

REPORT ON STATE BOARD OF EDUCATION MEETING

A summary of items from the State Board of Education's March meeting was provided in the agenda packet. The report included information about the Board approving intervention teams for 24 schools in the state's school accountability program because the schools failed to meet growth targets on the Academic Performance Index. State Board staff also discussed the issue of "highly qualified teachers" but no action was taken.

At Acting Chair Madkin's direction, the Commission then took up GS-10, the Executive Committee report.

REPORT OF EXECUTIVE COMMITTEE

EXEC-1: Approval of February 5, 2003 Executive Committee Minutes

It was moved (Johnson), seconded (Hauk) and carried to approve the minutes of the February 5, 2003 Executive Committee meeting.

EXEC-2: Discussion of Chair Vacancy

It was moved (Johnson), seconded (Lilly) and carried to adopt procedure Option One and conduct the election for the Chair vacancy at the Commission's General Session meeting on April 3, 2003.

EXEC-3: Approval of the Commission's 2004 Meeting Schedule

It was moved (Johnson), seconded (Lilly) and carried to adopt Schedule B of the proposed 2004 Commission meeting schedule.

EXEC-4: Paper Screening of Applications for the Committee of Credentials

It was moved (Johnson), seconded (Hauk) and carried to accept Sharon Gray's application and hold the application period open until the May timeframe in order to allow subsequent submissions.

Commissioner Johnson asked if an application deadline had been determined for the school board member on the Committee on Credentials. General Counsel Mary Armstrong, Director, Professional Practices Division, said material needs to be submitted for the agenda packet by April 21st, although items up until April 28th could be circulated to all Commissioners prior to the May meeting.

FISCAL POLICY AND PLANNING COMMITTEE OF THE WHOLE

Commissioner Boquiren convened the Fiscal Policy and Planning Committee of the Whole.

FPPC-1: Update of the Governor's Budget for Fiscal Year 2003 - 04

Leyne Milstein, Director, Information Technology and Support Management Division, said an Assembly hearing on the Commission's budget, originally scheduled for the day before the Commission meeting, had been delayed to a date not yet determined. The Commission's budget is scheduled to be heard in the Senate on April 28.

Ms. Milstein also noted that there has been a lot of activity around the proposal to turn funding for several categorical programs, including BTSA, into a block grant. She said the Commission is precluded from taking a position because it is a proposal from the Governor. Nonetheless, many districts and other advocates have been coming forward to argue that the BTSA funding should be preserved as separate to ensure that districts continue the program.

CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE OF THE WHOLE

Commissioner Hauk convened the Credentialing and Certificated Assignments Committee of the Whole.

C&CA-1: Proposed Changes to Commission's Credential Waiver Criteria

Dale Janssen presented staff's recommendation to modify the credential waiver criteria to eliminate waivers for candidates who do not have a bachelor's degree. The proposal is part of a package of changes that is designed to align Commission processes with No Child Left Behind requirements for teacher quality. While other changes, presented as a package in February, are being discussed with the field, the Appeals and Waivers Committee felt strongly that the Commission should move forward with eliminating the bachelor's degree waiver.

Commissioner Johnson said she supports the concept wholeheartedly but wondered if there is flexibility under special circumstances. Mr. Janssen said that staff is guided by the criteria but that the Commission can always take a different action through the reconsideration process if a waiver is placed on the denial calendar.

Sharon Robison, Association of California School Administrators, said her organization supports the elimination of bachelor's degree waivers.

A motion to eliminate the bachelor's degree waivers was made (Lilly), seconded (Johnson) and carried without dissent.

C&CA-2: Teacher Supply in California - A Report to the Legislature Fifth Annual Report 2001 - 02

Steve Burke, Research Analyst, Certification Division, presented a report on teacher supply for 2001 - 02. The Executive Summary was provided in the agenda packet. In fiscal year 2001 - 02, California saw a 23 percent increase in teachers newly available to teach, a 14 percent decrease in the number of emergency teaching permits, and a 22 percent decrease in the number of

credential waivers. Key points outlined by Mr. Burke were:

California gained 29,536 new teachers in 2001 - 02, a 23.4 percent increase over the number of new teachers the prior year. Of those, 23,225 were prepared in California's institutions of higher education (IHEs), 682 came from district programs and 5,629 came from other states. The growth in teachers from other states was 19.2 percent.

Of the new teachers coming from California IHEs, 15,080 have multiple subject credentials, 6,313 have single subject credentials and 1,832 have special education credentials. The growth in both multiple subject and single subject credentials approaches 30 percent when compared to the prior year; for special education, the growth is close to 8 percent.

Overall, 62 percent of new teachers have multiple subject credentials, 30 percent have single subject credentials and 8 percent are education specialists.

Regarding alternative routes to credentials, IHE internships grew to 3,769, an increase of 23.3 percent over the prior year. District internships grew to 944, an increase of 5.2 percent over the prior year.

The paraprofessional program remained fairly flat, with 2,266 participants in 2001 - 02 compared to 2,268 in 2000 - 01. Pre-internship certificates grew 21.6 percent compared to the prior year, with 9,841 participants.

The number of people enrolled in IHE preparation programs was 40,240 for multiple subject credentials, 17,823 for single subject credentials and 8007 for education specialist credentials.

For new teachers in 2001 - 02, 79 percent were prepared by an IHE, 19 percent were prepared out of state and 2 percent were prepared by a district.

One indicator of interest in teaching is taking CBEST. In 2001 - 02, 129,054 people took CBEST compared to 98,256 the year before - an increase of 31.3 percent.

A joint study by the Commission and the Employment Development Department indicates that 84 percent of newly employed teachers stay in the classroom for more than four years, compared to a national rate of 67 percent. Another joint study indicates that more than 60 percent of new emergency permit holders earn a credential within five years.

The number of emergency teaching permits declined to 28,126, a 13.7 percent drop from the prior year. The number of waivers declined to 1,778, a drop of 21.5 percent.

Ex-Officio Representative Lundquist said she found the report extremely helpful but was interested in learning more about the context - particularly the important question of demand by which the supply data should be compared to guide decisions about the preparation pipeline. She also asked if single subject credential information could be disaggregated because of the crisis situation in several teaching areas. Finally, she said the charted information would be more helpful if the percentage change was noted as year-over-year rather than cumulative - or if both increases could be provided.

Dr. Swofford said demand data is problematic and is not collected by the

Commission. Mr. Janssen agreed that it is one of the missing links. CBEDS, collected by the Department of Education, takes a single measurement on a day in October about what districts expect to do in the following year, but there is no central data collection. On the question of disaggregating the data, the 300-page report, from which the Executive Summary was abstracted, will soon be on the Commission's web site and that kind of breakdown will be available.

A motion to transmit the report to the Legislature was made (Fortune), seconded (Madkins) and carried without dissent.

Ex-Officio Representative Wilson said he wanted to note that despite a Sacramento Bee columnist's recent remarks that teacher recruitment is no longer needed because of district layoffs and budget cutbacks, he believes there continues to be a long-term need for teachers. Efforts like those of CalTeach and the Teacher Recruitment Centers have made a difference, as the report reflects, but both organizations say there will still be a teacher shortage into the future unless efforts continue. He said he would like to see a one-page statement developed about the need for teachers. Acting Chair Madkins said staff should take his request under advisement, considering the viability of being able to determine demand figures.

PERF-1: Recommended Passing Standards for the California Subject Examination for Teachers (CSET): Multiple Subjects, English, Mathematics, Science and Social Science

Dr. Nicole Amador, Consultant, Professional Services Division, reviewed the process for setting passing standards. The first test was administered on Jan. 25 and panels were gathered in the first week of March to do the standard-setting studies. The panels took the test to get the perspective of test-taking candidates. They then engaged in multiple rounds of ratings, with an evaluation at the end. The internal consistency of raters was calculated and analyzed, and the entire standard setting process was documented. The panels were also provided information from the first test administration. The focus of the two-day orientation was to identify the "just-acceptable" candidate - not the candidate who is clearly a superstar or those who clearly don't know the subject matter.

Staff recommendations, which are on page 22 of the material in the agenda packet for this item, were based on panel recommendations and a review of different scoring models. Based on these considerations, Dr. Amador said, staff recommends that the Commission adopt the passing standards for the subtests of the CSET forms administered on January 25, 2003 that:

- are equivalent to the raw score points on the multiple-choice component and on the constructed-response component as shown in Table 11;
- are based on the component score combination rules as shown in Table 11;
- and
- reflect passing standards that are as equivalent as possible for future forms

of the test.

Commissioner Fortune said the process was very well laid out in the agenda materials. She asked how the passing rate compares with the tests that are being replaced. Dr. Amador cautioned against direct comparisons of passing scores since this is a brand new testing program and the scores are not related to each other. Commissioner Fortune asked why the passing rates would be so very different; Dr. Amador replied that the tests have very different structures and cover different content, content which is new to the field.

Commissioner Johnson said that, like Commissioner Fortune, she found the material to be very clear. She asked about the rationale for having two different scoring scales, a three-point one and a four-point one. She speculated that the four-point scale was for more complex, extended responses. She said that other organizations use scoring systems with six or nine points.

Dr. Amador confirmed that the three-point scale is for more focused questions that require 10 - 12 minutes to answer, while the four-point scale is for extended responses that require 30 - 45 minutes to answer. She said the goal is to keep the scoring scale as tight as possible. The three-point scale reflects the performance characteristics of purpose, knowledge and support, while the four-point scale adds depth and breadth of understanding.

Commissioner Johnson also asked if written responses that are scored differently by two readers are read by a third reader. Dr. Amador replied yes, and added that for the first test administration, most tests were reviewed by three readers as a conservative scoring approach.

Commissioner Johnson noted that in the discussion of compensatory, non-compensatory or partial compensatory scoring models, it appears to her that CBEST is scored on a partially compensatory system. Dr. Amador agreed, adding that the MSAT uses compensatory scoring.

Commissioner Johnson also expressed confusion about the Table 11 columns labeled passing rate for Jan. 25 test administration by subtest and overall passing rate for Jan. 25 test administration. Dr. Amador said the final column gives the passing rate for "completers," those examinees who have taken all subtests, attempted at least five multiple-choice items, and provided a scorable response to all constructed-response items.. So, for example, on the CSET: Multiple Subjects, 50 percent of the examinees who completed all three subtests passed.

Commissioner Lilly said that once a statewide system of support is in place to prepare people for the tests, the scores will go up. He anticipated that private vendors would develop and offer programs once the market for such preparation assistance is there. Dr. Amador said scores will increase as

examinees become familiar with the new content that is being tested.

Commissioner Fortune said in the past the pass rates for math and science seemed very low, but now the pass rates are higher. Even though she understands that the results cannot be compared since the tests are not comparable, she asked if this indicates that the new tests more closely follow what students are learning in their subject matter preparation. Dr. Amador said yes, that the whole purpose of realignment is to have a tighter connection between testing and content of what students are learning. She said the content specifications are also more detailed so that there is not so much guesswork about what is expected of teacher candidates. She also stated that the test structures allow examinees to focus their preparation on particular domains. Dr. Swofford said the test process also meets the goal of being clearer in terms of how the exam structure aligns with what people have to do in the field.

Designee Whirry asked about the general nature of the rubrics described on pages 26 and 27. Dr. Amador said that scorers are provided with marker responses in addition to the general language of the scoring rubrics. Designee Whirry said that she learned through her work at NAEP that more specific rubrics work better, even when examples are provided. Dr. Amador added that scorers are provided scorer notes that help them understand the item-specific elements to look for as they score.

Commissioner Johnson said the staff recommendation doesn't mention which scoring model is being used. Dr. Amador said staff chose a fully non-compensatory scoring model.

Commissioner Fortune asked if there is enough data to look at pass rates disaggregated by race. Dr. Amador said there was sufficient data in some but not all testing fields. She provided some of the fields, but did not have available at the time specific data about the performance of each ethnic group by subtest.

A motion to adopt staff recommendation was made (Johnson), seconded (Madkins) and carried without dissent.

PERF-2: Update on Development and Implementation of California's Teaching Performance Assessment

Beth Graybill, Interim Director, Professional Services Division, reminded the Commission that the Commission had received a letter from Secretary for Education Mazzone and Senator Alpert requesting that the Commission revise its implementation schedule on the Teacher Performance Assessment in light of the state budget crisis. The letter, which the Commission reviewed last month, raised concerns about "significant budget cuts to every area of education." The letter went on to say that a postponement would mean waiting to beyond the coming fiscal year to implement a new comprehensive assessment system for teacher candidates, this would allow time for the

CCTC, in collaboration with higher education, to make any necessary revisions to the excellent work already completed in candidate assessment. Staff is recommending that the Commission suspend the assessment quality standards and postpone the implementation plan for all teaching performance assessments.

Ms. Graybill explained that SB 2042 requires embedded assessment of teacher performance before teachers are awarded a preliminary credential. Under a structure adopted by the Commission, accredited teacher preparation programs were to begin assessing their teacher candidates in the 2003 - 04 school year. Ms. Graybill said that even if the Assessment Quality Standards are suspended, Program Standard 19, which was adopted in November 2001, will remain in effect, requiring programs to assess candidates formatively and summatively on 13 teaching performance expectations. She said much of the activity for implementing Teaching Performance Assessments (TPA) could continue, including field testing, benchmarking, standard setting and other activities. Staff could continue to provide technical support to programs and institutions that choose to begin using the TPA in the 2003 - 2004 academic year.

Commissioner Johnson said she understands the necessity, but she is concerned about sending the message that the Commission is setting aside the rich standards of SB 2042. She said there should be a way of telling the field that the Commission is still committed to the concept. She suggested that the wording be "delayed" rather than suspended or postponed.

Ms. Graybill said the wording "delayed" would be correct.

Acting Chair Madkins said it needs to be clear that the delay stems from the state's budgetary problem. He said it is also important not to hinder any program that might be ready to move forward with assessment. He agreed with Commissioner Johnson that the word delay will indicate that the standards are not being ignored.

Dr. Swofford said the action can be characterized as a delay. The important point is that Standard 19 has to be adhered to, whether or not a consistent mechanism has been put in place to assess candidates.

Ex-Officio Representative Wilson said the language appears acceptable. He said he wanted to emphasize that no institution thinks the standard for assessment is going away and that people are preparing for it. He said the delay will actually provide an opportunity for field testing by those who are farther along with their preparations.

Commissioner Fortune moved staff recommendation to suspend both the newly adopted assessment standards and the timeline for implementation of the teaching performance assessment with the amendment that the word "delay" would be used rather than suspend and postpone. Commissioner

Johnson seconded the motion. Commissioner Lilly said that as the Commissioners prepared to vote on the motion, they should remember that SB 2042 was a three-legged stool, with TPA being an important leg. He said having the Commission's continuing commitment to the concept on the record is important because it would be easy to back away from a difficult authentic assessment program. The motion carried without dissent.

PREPARATION STANDARDS COMMITTEE OF THE WHOLE

Commissioner Johnson convened the Preparation Standards Committee of the Whole.

PREP-1: Approval of Professional Teacher Induction Programs

Cheryl Hickey, Consultant, Professional Services Division and Karen Sacramento, Consultant, Professional Services Division presented three teacher induction programs that have been reviewed and that are being recommended for approval. Ms. Hickey told the Commission that there are two more windows of submission to go. With 92 submissions, 21 new ones that week, the Commission is well over the half-way point with the program. When the Commission approves the three on the April agenda, 181 school districts and 3,500 teachers will be covered. The three up for consideration were:

Bakersfield City School District BTSA. The district has 28,000 students and is the largest K-8 school district in the state. The program, which was established in 1997, will serve 150 teachers annually.

Butte County Office of Education BTSA. The programs represents all districts in Butte County, is in its fourth year of operation and provides services to 100 teachers.

San Joaquin County Office of Education BTSA. A collaborative effort by 40 districts, the program was established in 1998 and serves 84 teachers.

A motion to approve the programs was made (Fortune), seconded (Beckner) and carried without dissent.

PREP-2: Proposed Adoption of Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential

Mary Sandy, Consultant, Professional Services Division, reported that the standards presented in December to the Commission have now been field reviewed. She reviewed the options for obtaining a preliminary credential: completion of an accredited college program; completion of an accredited internship program; completion of an accredited program offered by a local education agency; and passage of the School Leaders Licensure Assessment.

Jim Alford, Assistant Consultant, Professional Services Division, said the standards were reviewed with the help of a web-based survey. The Commission received 16 survey responses and 19 letters. Two common concerns were adequate preparation to assure that leaders understand how to meet the needs of special students and the way technology requirements

are addressed. Changes were made in elements 4f and g and element 5e to address special-needs students. Technology standards were spread throughout the other standards.

Commissioner Johnson called for audience input. Sharon Robison, Association of California School Administrators (ACSA), said her organization appreciates the opportunity it has had to participate in the review. She made five points:

1. Preparation providers need to clearly understand that their programs should address novice administrators.
2. ACSA was particularly pleased to see technology infused throughout the standards because technology is used throughout management of operations, communications and problem solving.
3. ACSA was also pleased with the broad reference added to learning about supporting the needs of all special-need students - special education students, gifted students and language learners.
4. Preparation providers should be able to cover the requirements without adding so many courses that a candidate cannot complete them in a year's time while working at a job.
5. ACSA emphasizes that Standard 6, which addresses the opportunity to learn instructional leadership, is the most important because administrators must understand how to support instructional programs. The standard should have a special emphasis.

Ms. Robison said ACSA is comfortable with the standards and supports their adoption.

Ms. Sandy noted that Standard 6 speaks to the curriculum that a program must offer. She said Standards 10 through 15 are the outcome standards, modeled on the CPSEL (California Professional Standards for Educational Leaders) and the ISLLC (Interstate School Leaders Licensure Consortium) standards. These outcome standards strongly emphasize educational leadership.

Commissioner Beckner questioned how a single exam - one of the options for licensure - can support preparing someone to be knowledgeable in instructional leadership. Ms. Sandy acknowledged the concern and noted that the adopted exam is highly rigorous. She also noted that candidates must have held a prior credential and have served for three years, so they have some experience in the school setting before taking the exam.

Dr. Swofford said it will be important to track over time the quality of individuals who go through the different options to see how the type of preparation affects the quality of leadership. The test option encourages people to move quickly through the process who already have the knowledge and skills required to be an administrator.

Ex-Officio Representative Bartell noted that the standards don't include pre-

conditions; for example, the requirement that a program be a minimum of 24 units. Ms. Sandy said staff will review state law and regulations to develop a set of pre-conditions.

Commissioner Lilly said he believes the standards are moving the state toward building leadership for learning. He asked about wording in Standard 6, suggesting that programs need to provide candidates the opportunity to learn or the opportunity to facilitate, rather than requiring programs to ensure that candidates develop a vision. He said standards 6a and 6f should probably read similarly to the others, with the phrase "opportunity to learn" and "opportunity to facilitate." Ms. Sandy agreed that the intent was not that candidates develop their own vision but that they learn how to do so within the context of a school setting.

Commissioner Fortune asked about the timeline for adoption. Ms. Sandy said there is usually a two-year window, but that because LEA programs are a new option the Commission will establish a cycle of submission windows.

Commissioner Johnson offered some observations: On page 24, 5b says "all members" of a community, but probably some word other than "all" would be better since no district can hope to involve all members of a community. On page 18, 1b, the word theory should be plural. Commissioner Johnson asked if 11c related to multiple assessment measures conducted by teachers rather than administrators. Ms. Sandy responded that the language comes from the CPSL standards and reflects the need of administrators to understand how multiple assessment measures should be used.

Commissioner Beckner said she agrees that an administrator needs to understand assessment to support teachers in the process and students in their learning. She also said that in providing opportunities to learn instructional leadership including supervision and evaluation, programs should reinforce the importance of the California Standards for the Teaching Profession.

Commissioner Johnson called for other questions or comments. There were none. Ms. Sandy said staff is on track to bring the standards back next month for Commission action.

RETURN TO THE GENERAL SESSION

The Commission returned to the General Session.

REPORT OF THE APPEALS & WAIVERS COMMITTEE

A&W-1: Approval of the March 6, 2003 Appeals & Waivers Minutes

It was moved, seconded and carried (Johnson/Vaca) that the Commission approve the minutes of the March 6, 2003, Appeals & Waivers Committee meeting.

A&W-2: Waivers: Commission Appeal

It was moved, seconded, and carried (Hauk/Vaca) that the Committee

approve the 1 Commission Appeal.

A&W-3: Waivers: Consent Calendar

It was moved, seconded and carried (Johnson/Whirry) that the Commission approve the 278 waiver requests on the Consent Calendar.

A&W-4: Waivers: Conditions Calendar

It was moved, seconded and carried (Johnson/Beckner) that the Commission approve the 5 waiver requests on the Conditions Calendar with the specific conditions attached to each.

A&W-5: Waivers: Denial Calendar

The Committee voted to recommend a preliminary denial of the 7 Waiver Requests on the Denial Calendar. These items will be brought to the Commission for action at the May 2003 meeting.

Commission Member Reports

None.

Audience Presentations

None.

Old Business

The quarterly agenda for May, June and August 2003 was presented for information only.

New Business

Acting Chair Madkins asked Ms. Bond to come forward and report on the meeting of the AB 312 legislative committee that is working on alignment with No Child Left Behind. Ms. Bond said that the prior evening she had been asked by Senator Vasconcellos, on behalf of the Commission, to put together technical advice in a letter presenting options for modifying California's culminating assessment practices to meet the requirements of No Child Left Behind. The Senator chose to share the letter with members of the committee who were meeting that morning.

As background, Ms. Bond noted that Senator Vasconcellos and Assemblywoman Goldberg have been meeting with Congressman Miller about his expectations under No Child Left Behind. Miller's chief concerns are on uniformity and rigor of any assessment. Under California's current SB 2042 standard that is now being implemented, subject matter programs are to include a summative assessment of the subject matter competence of each multiple subject credential candidate. Universities are free to design their own assessments, using a variety of methods, as long as they have a defensible process. She said that the legislators were seeking a modification that would meet Congressman Miller's requirements.

Senator Vasconcellos also wanted to know what advantages there would be

to modifying the current requirement over using CSET. The focus of discussion during the meeting was that the advantage is that approved programs would be maintained so that candidates would not be abandoned. There was a difference of opinion about the validity of using CSET for this new purpose, but Ms. Bond's letter provided testimony from Dr. Bill Gorth, president of National Evaluation Systems, that CSET would not be valid for other uses without further validity testing.

A concern was also raised about the issue of reciprocity with other states if a single test were adopted. At this point, more than 5,000 teachers come to California each year from other states.

The letter from Ms. Bond described the potential for modifying the AB 2042 standards, which would not require a new law. She said during the meeting, ETS confirmed that they could help IHEs at no cost by revising their PRAXIS test to meet California's K - 12 standards, establish validity and conduct an equivalency study. This might provide the Commission with an opportunity to move away from the CSET test if ETS were to do this work at no cost and if it resulted in a nationwide test.

Ms. Bond said CTA raised the issue of whether this would be retroactive. Ms. Bond said she advised the meeting that such a move would attract litigation that would be difficult to win. She also said it was clear that the discussion was limited to multiple subject credentials rather than single subject.

The committee was pleased to receive the information and will discuss it further at their next meeting.

Acting Chair Madkins thanked Ms. Bond for the report. Dr. Swofford noted that it is a positive sign that the committee is getting technical advice from the Commission since there has been a great deal of misunderstanding in the past about process and requirements. He authorized distribution to Commissioners and the audience of Ms. Bond's letter.

Election of the California Commission on Teacher Credentialing's Chair for 2003

As recommended by the Executive Committee and approved by the Commission earlier in the day, the Commission entertained nominations for the chairmanship in open session. Designee Whirry nominated Margaret Fortune, citing her depth of understanding, her ability to plunge to the heart of a matter, fairness, passion and commitment.

Acting Chair Madkins asked that the Commission close the nominations and elect Commissioner Fortune by acclamation. Commissioners agreed without dissent.

Acting Chair Madkins then turned over the meeting to Chair Fortune, who thanked the Commissioners for their support. She said the Commission will

continue to strive for open and honest communication among stakeholders, staff and Commissioners, as well as accountability. She said trust is the underlying foundation of the successful and productive relationships, and that trust is put to the test during lean times. She reminded everyone of the Commission's Vision Statement: To ensure that those who educate the children of this state are academically and professionally prepared. She said her goal is to have the Commission be an analytical body that knows the issues well, works harmoniously together and with staff, and is attentive to the needs of the constituencies that the Commission serves.

Adjournment

The meeting adjourned. The next meeting will be held on May 7 and 8, 2003 at the California Commission on Teacher Credentialing Office, 1900 Capitol Avenue, Sacramento, California.